

M S Bailey Elementary

625 Elizabeth Street
Clinton, SC 29325

Grades	PK-5 Elementary School	
Enrollment	259 Students	
Principal	Maureen S. Tiller	864-833-0836
Superintendent	Dr. Charles H. Lackey	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No
2005	Below Average	Below Average	No

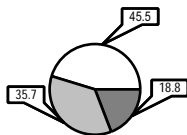
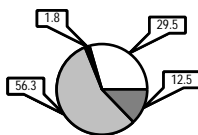
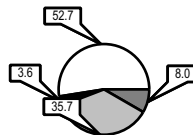
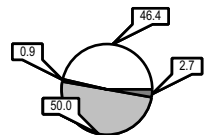
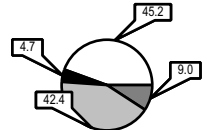
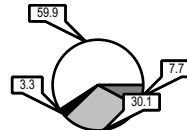
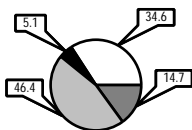
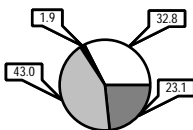
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	123	100.0	45.5	35.7	18.8	0.0	25.9	Yes	Yes
Gender									
Male	70	100.0	59.4	23.4	17.2	0.0	18.8		
Female	53	100.0	27.1	52.1	20.8	0.0	35.4		
Racial/Ethnic Group									
White	39	100.0	39.5	39.5	21.1	0.0	34.2	I/S	I/S
African American	84	100.0	48.6	33.8	17.6	0.0	21.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	29.9	44.2	26.0	0.0	36.4		
Disabled	41	100.0	80.0	17.1	2.9	0.0	2.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	123	100.0	45.5	35.7	18.8	0.0	25.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	45.5	35.7	18.8	0.0	25.9		
Socio-Economic Status									
Subsidized meals	106	100.0	47.4	37.9	14.7	0.0	22.1	No	Yes
Full-pay meals	17	100.0	35.3	23.5	41.2	0.0	47.1		

Mathematics – State Performance Objective = 36.7%									
All Students	123	100.0	29.5	56.3	12.5	1.8	26.8	Yes	Yes
Gender									
Male	70	100.0	29.7	53.1	14.1	3.1	28.1		
Female	53	100.0	29.2	60.4	10.4	0.0	25.0		
Racial/Ethnic Group									
White	39	100.0	23.7	52.6	18.4	5.3	39.5	I/S	I/S
African American	84	100.0	32.4	58.1	9.5	0.0	20.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	15.6	67.5	14.3	2.6	33.8		
Disabled	41	100.0	60.0	31.4	8.6	0.0	11.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	123	100.0	29.5	56.3	12.5	1.8	26.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	29.5	56.3	12.5	1.8	26.8		
Socio-Economic Status									
Subsidized meals	106	100.0	30.5	56.8	12.6	0.0	23.2	Yes	Yes
Full-pay meals	17	100.0	23.5	52.9	11.8	11.8	47.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	123	100.0	52.7	35.7	8.0	3.6	11.6
Gender							
Male	70	100.0	53.1	37.5	4.7	4.7	9.4
Female	53	100.0	52.1	33.3	12.5	2.1	14.6
Racial/Ethnic Group							
White	39	100.0	28.9	50.0	13.2	7.9	21.1
African American	84	100.0	64.9	28.4	5.4	1.4	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	39.0	44.2	11.7	5.2	16.9
Disabled	41	100.0	82.9	17.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	52.7	35.7	8.0	3.6	11.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	100.0	52.7	35.7	8.0	3.6	11.6
Socio-Economic Status							
Subsidized meals	106	100.0	53.7	35.8	8.4	2.1	10.5
Full-pay meals	17	100.0	47.1	35.3	5.9	11.8	17.6

Social Studies							
All Students	123	100.0	46.4	50.0	2.7	0.9	3.6
Gender							
Male	70	100.0	46.9	50.0	1.6	1.6	3.1
Female	53	100.0	45.8	50.0	4.2	0.0	4.2
Racial/Ethnic Group							
White	39	100.0	39.5	55.3	2.6	2.6	5.3
African American	84	100.0	50.0	47.3	2.7	0.0	2.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	35.1	59.7	3.9	1.3	5.2
Disabled	41	100.0	71.4	28.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	46.4	50.0	2.7	0.9	3.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	100.0	46.4	50.0	2.7	0.9	3.6
Socio-Economic Status							
Subsidized meals	106	100.0	50.5	48.4	1.1	0.0	1.1
Full-pay meals	17	100.0	23.5	58.8	11.8	5.9	17.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	39	100.0	41.0	43.6	12.8	2.6	15.4
	4	31	100.0	43.3	46.7	10.0	N/A	10.0
	5	39	100.0	44.7	47.4	7.9	N/A	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	17.1	43.9	39.0	0.0	39.0
	4	44	100.0	68.3	26.8	4.9	0.0	4.9
	5	34	100.0	53.3	36.7	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	39	100.0	33.3	53.8	10.3	2.6	12.8
	4	31	100.0	46.7	46.7	6.7	N/A	6.7
	5	39	100.0	47.4	44.7	5.3	2.6	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	29.3	63.4	7.3	0.0	7.3
	4	44	100.0	26.8	53.7	14.6	4.9	19.5
	5	34	100.0	33.3	50.0	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	58.5	36.6	2.4	2.4	4.9
	4	44	100.0	56.1	41.5	2.4	0.0	2.4
	5	34	100.0	40.0	26.7	23.3	10.0	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	29.3	63.4	4.9	2.4	7.3
	4	44	100.0	46.3	51.2	2.4	0.0	2.4
	5	34	100.0	70.0	30.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 259)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.9%	Up from 3.4%	3.9%	3.0%
Attendance rate	96.1%	Down from 96.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.2%	Down from 13.8%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.2%	Down from 13.8%	5.4%	3.2%
Eligible for gifted and talented	1.6%	Up from 0.9%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.8%	Down from 17.2%	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	58.8%	Up from 57.9%	50.6%	52.6%
Continuing contract teachers	82.4%	Down from 94.7%	75.5%	83.3%
Highly qualified teachers	83.3%	Down from 88.2%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	75.1%	Down from 77.3%	83.4%	87.0%
Teacher attendance rate	95.1%	Down from 95.4%	94.9%	95.0%
Average teacher salary	\$43,160	Down 0.5%	\$40,479	\$41,703
Prof. development days/teacher	12.8 days	Up from 10.2 days	13.5 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 16.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 90.2%	88.8%	89.8%
Dollars spent per pupil*	\$8,967	Up 12.1%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	54.0%	Down from 61.9%	63.0%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	91.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year at M.S. Bailey Elementary School has been a year of implementation and change. This year, we implemented the Teacher Advancement Program through the Milken Foundation. Our teachers participated in ongoing job embedded staff development throughout the school year. Twice a week clusters of grade and subject alike teachers met to study student achievement data, analyze students' strengths and weaknesses, and learn new teaching strategies to address areas of weaknesses. These new strategies were applied in the classrooms and refined by our teaching staff and Master and Mentor teachers.

MAP testing was introduced to our students in grades 3-5. This computer-based test was given to students in these grades levels three times this school year in the areas of Math and Reading. Students set individual growth goals based on their MAP test data and were rewarded by various incentives throughout the school year. Our MAP data shows that students are growing and achieving their academic goals at high levels at M.S. Bailey Elementary!

This school year we were visited by a SACS committee to earn accreditation through the Southern Association of Colleges and Schools. M.S. Bailey Elementary achieved continuing accreditation status and was commended on the following areas:

1. The faculty and staff are committed to ensuring the success of each child as evidenced by extra assistance provided to students during and after the school day.
2. School-wide implementation of a balanced literacy program is supported by ongoing professional development.
3. School initiatives to increase student achievement are supported by continuing professional development clusters that include all instructional staff members (TAP)
4. Standards-based student work is displayed.

Committed to the success of all children, we remain

Maureen S. Tiller, Principal
Holly Worthy, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	28	17
Percent satisfied with learning environment	78.6%	89.3%	76.5%
Percent satisfied with social and physical environment	78.6%	85.7%	88.2%
Percent satisfied with school-home relations	50.0%	92.9%	52.9%

*Only students at the highest elementary school grade level at this school and their parents were included.